

I. INTRODUCTION

1.1 Background of the Study

English is an international language in the world. Now English is a compulsory subject starting from elementary school. The result, however, is still far from the objective stated in the curriculum. Based on the researcher observations before, it showed that the students' achievement is still under the target of the curriculum. Speaking is one of oral communication that is learned by students from Elementary School until Senior High School. Speaking is a process of communication between at least two people and speaking is a way to express someone's idea. However, today's world requires that the goal of teaching speaking should improve students' communicative skill, because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Speaking is an important aspect in language learning. By having a fluent ability in speaking, the information and ideas can be conveyed, and the social relationship can be maintained by communicating with others. In addition, a large percentage of the world's language learners study English in order to be able to communicate fluently. It is strengthened by British Council's report (1998) which states that more than two billion people use English to communicate. Speaking skill is

considered as the most complex skill, because in speaking skill there are many other skills that should be mastered too, they are; pronunciation, vocabulary, fluency, grammar and comprehension.

The objective of teaching speaking according to SMA Curriculum 2006 is the students are able to develop communicative competence in speaking to achieve information at literacy level. This is shown by the indicator of students' achievement in speaking test that 70 % student in the class must have achieved at least 65 score or more in students' performance. However, the students' capability of speaking has not been satisfactory yet. Based on the National Final Examination (Depdiknas, 2009:11-14) showed that the students of senior high school have difficulties in their speaking ability.

The other reason causing the failure is the teacher's tendency to stress their teaching form of language rather than on the use of language. The students are lack of practice in using the language. An English teacher should understand and think of an interest and practical technique which give challenge and opportunities for students to practice their English in the classroom.

Considering the idea above, the researcher intended to improve students' ability in speaking by Pattern Drill Technique. The researcher considered that Pattern Drill Technique is an interesting technique for the students, because it will help them to memorize the materials and to do the speaking practice by drilling.

By applying Pattern Drill Technique, the researcher also expects the students will be motivated and encouraged to speak since they were given chances to have a lot

of practice in enjoyable ways. By using Pattern Drill Technique, the teacher will give more chances to students to practice their English. In other words, Pattern Drill Technique can develop students' attitude through different ways by giving them a directed ways.

1.2 Formulation of the Problem

Based on the statements of the problems above, the writer formulates the problem as follows:

1. Is there any significant difference of students' speaking achievement of Senior High School students after being taught through Pattern Drill Technique?
2. Is there any significant improvement of students' speaking achievement of Senior High School students after being taught through Pattern Drill Technique?

1.3 Objective of the Research

Concerning to the problem above, the objective of this research is to find out whether:

1. There is a significant difference of the students' speaking achievement at the first grade of SMA SUNAN KALIJAGA JATI AGUNG after being taught through Pattern Drill Technique.
2. There is a significant improvement of the students' speaking achievement at the first grade of SMA SUNAN KALIJAGA JATI AGUNG after being taught through Pattern Drill Technique.

1.4 Uses of Research

The uses of this Research are addressed to:

a) **Theoretically**

The result of this research was expected to be used to support the theory which will be explained in the next chapter about improving students' ability in speaking through Pattern Drill Technique.

b) **Practically**

The result of this research became new information for the teachers about how to improve students' speaking ability through Pattern Drill Technique.

1.5 Scope of the Research

The researcher intended to find out whether there is a significant improvement of students' speaking ability score from pretest to posttest after being taught through Pattern Drill Technique. The criteria for evaluating students' speaking ability referred to five aspects of speaking namely pronunciation, fluency, comprehension, and grammar based on the rating scale by Harris (1974:84). The learning and teaching process in this research specified in using Pattern Drill Technique since by applying Pattern Drill Technique the learners had many opportunities to improve their speaking ability. This research was conducted at the first grade of SMA SUNAN KALIJAGA JATI AGUNG. There are two classes but only one class is taken as the sample. Each class consists of 30 students. This research was conducted in 7 meetings for 4 weeks.

1.6 Definition of Terms

- a. Speaking is oral communication. It is a two ways process between speaker and listener and involves productive and reactive skill of understanding (Byrne, 1984).
- b. Improve means a process of becoming larger or longer or more numerous or more important. In this research the researcher intends to make the learners' speaking ability better.
- c. Drilling means listening, responding, repeating, and even translating to a model, provided by the teacher, or a tape or another student, and repeating what is heard. The teacher says (models) the word or phrase and the students repeat, answer, and respond it (Rivers, 1978: 42)